JOURNAL OF EDUCATION.

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EDITORIALS

The Virtue of the New

One of the never-to-be-forgotten days was in early spring in the Eureka country in Northwest California among the famous Redwoods, trees 350 feet tall with 150 feet without a branch or twig. Then for 200 feet the foliage was rich beyond description with new growth of bright evergreen twigs, worth nothing as lumber or fuel, but there would be no lumber or fuel ever but for those valueless young new twigs.

So it is with everything in school and church as well as in industry and commerce. It is the promise of the new that makes whatever is valuable.

The younger third of a congregation is of vastly more importance than the older third. It is little matter what the old people believe, but what the young people believe.

The rich taxpayers foolishly think that it is of the utmost importance how they save money and amass wealth, while the fact is that their only real concern should be how the youth of today will use their inheritance.

Nothing is more certain than that ignorance will make little good use of anything, while education tends to make good use of everything.

It is not what the twigs 300 feet up on the Redwoods of Northwestern California are worth now, but what the timber which they will make will be worth by and by.

The Girl Scouts

The Girl Scouts of America captured Boston at their annual meeting, May 17 to 23. Was there ever a more irresistible combination than Mrs. Herbert Hoover, president during the session, and Sarah Louise Arnold, president-elect, who really had the annual meeting of 1926 begin in the closing hours of the Boston meeting, a sort of rainbow effect making prismatic coloring of the fading raindrops into a brilliant arch from Mrs. Hoover's meeting to her own. These were Miss Arnold's closing words:—

"The key is not compulsory education. It is to set up a pattern of behavior ourselves in order to teach the Girl Scout how to do helpful things, how to be kind to others, how to be a friend to everyone and how to sacrifice—which is at the bottom of patriotism.

"When you have done that yourselves, when you have created conditions in which it is impossible for girls to do anything else than the thing you want them to learn to do, the good-fellowship that is the spirit of Scouting will be as natural to the Girl Scout as the air she breathes."

Mrs. Herbert Hoover's characterization of the Girl Scouts was most happy. She said:—

"The best things in a girl's life, comradeship, interesting recreation and nature study in woods and fields, are to be had in Girl Scout activities; they develop their

bodies by playing games in the fresh air and acquire an appreciation of birds and flowers.

"Of the three groups of scouts, those studying recreation, home-making and citizenship-building, the home-making group is much the largest and they all as a result of their Girl Scout training acquire stronger bodies, clearer minds, better characters, and amiable and happy dispositions."

High School Oratory

One of the notable educational events of each year now is the National Oratorical Contest of High School boys and girls of the United States for prizes totaling $5,000 each year. Last year Don Tyler of Los Angeles won the prize and this year it was won by Robert Sessions, fifteen years old, Birmingham, Alabama, but the second prize went to Los Angeles, won by Eugene F. McElmeel. The United States is in seven districts, and 1,400,000 high school boys and girls were in the districts eligible to send a contestant for the prize. The audience in Washington on May 8, 1925, was three times as large as that in Washington on June 6, 1924.

The seven contestants, Max N. Kroloff, Sioux City; Asenath Graves, Washington, D.C.; Flora Longenecker, Ilion, N.Y.; George Stansell, Chicago; Philip Glatfelter, and the prize-winners, were the survivors of near a million and a half possible candidates for the honor. John Hays Hammond presided. President Coolidge made an address. In the audience were more than half of the Cabinet members, several of the Supreme Court, and countless other eminent men and women. It is doubtful if a more distinguished audience ever assembled anywhere to hear oratory pure and simple.

It is a matter of uncommon interest to us and to many of our readers that the winner of the first prize, Robert Sessions, is the son of Robert E. Sessions, southern representative of Row Peterson Company, school book publishers of Chicago. Young Robert is only fifteen years old while Don Tyler, last year's prize winner, was eighteen.

Eugene F. McElmeel, winner of the second prize, is the son of Owen McElmeel, a Los Angeles attorney, who was until four years ago on the faculty of the State University of Minnesota.

The parents of Max N. Kroloff of Sioux City were both born in Russia.

Miss Flora Longenecker has been in "the States" only a year, her parents moving to Ilion, N.Y., from Windsor, Canada. She won over all contestants in New York and New England.

Asenath Graves was born in Washington, D.C., and her education has been wholly in the public schools of the city. Her father was nautical engineer of the United States Coast and Geodetic Survey.

George Stansell, Lake View High School, Chicago, won over more rivals in his zone than did any other contestant.

Philip Glatfelter, Columbia, Pa., came from the smallest high school of all contestants, but he had to win three victories before he could represent Pennsylvania and New Jersey.

Mayor Curley of Boston urged the increase of salaries of the public school teachers an average of ten per cent. It will mean about $800,000 this year, and $1,500,000 next year. He wrote: "It is important that the moulders of the minds of the children of our city be women and men of the highest possible type, mentally and morally, and that the services of the best may be attracted it is imperative that a salary basis be established that will serve as a proper incentive."

Child Laboratories

The Progressive Education Association headquarters, Washington, D.C., has come into deserved prominence after its heroic effort to gain the prominence worthy of its mission. Those of us who worked with Dr. A. E. Morgan, Stanwood Cobb and a few others when a score of people made a satisfactory audience can hardly believe that in Philadelphia at the annual meeting of the Progressive Education Association more than one thousand earnest people hung on the brilliant sentences of Bird T. Baldwin of the State University of Iowa, an institution which annually expends more than half a million dollars upon its Child Laboratories in Pre-School and Parent-Education Work. And not less intently did they follow the startling philosophy and pedagogy of Carleton W. Washburne of Winnetka. Cook County, Illinois, or the fascinating story of Flora Cook of the Francis W. Parker School of Chicago, who was the pioneer in Progressive Education.

Dohrmann of San Francisco

F. Dohrmann, Jr., had three years of exceptional service on the San Francisco Board of Education, 1922-1923-1924, and the story of those official activities is told in an interesting pamphlet of 118 pages, entitled "Three Years on a Board."

The high significance of this record of service is the fact that it is the story of the creation of the "New Educational Plan for San Francisco," which created more problems than have ever been faced in three years in any other American city.

Until 1921 the Board of Education of San Francisco consisted of four members appointed by the mayor for a term of four years, at a salary of $3,000, and the city superintendent elected by the people.

On January 8, 1922, the new organization went into effect. There is now a board of seven members appointed by the mayor and

approved by a majority vote at the city election.

Mr. Dohrmann was appointed and confirmed for the seven-year period, and was elected chairman of the board, and has served for three years. years inevitably prone to trouble, political as well as professional, financial as well as traditional, and it is a great service that Mr. Dohrmann has rendered the history of education in America as well as of education in San Francisco.

The Rocky Mountain News says that fewer than 27,000 citizens voted in a critical school election in Denver on May 6 when 85,000 should have voted. The safety of the school systems of cities is in campaigns that interest all of the people.

Personnel Service

In his purpose to render unusual educational service Dean John W. Withers of New York University has established courses in personnel service during the school year and in the summer session at Washington Square, New York City, with Dr. Anna Y. Reed in charge. The various courses offered have been arranged to meet specific demands.

For classroom teachers with a general overview of the major objectives and present status of the personnel movement and of the various types of problems which arise in connection with education and occupational adjustment. Course 160.9 provides this general overview. Seniors in the School of Education are urged to register for this course whenever possible. It is prerequisite for those preparing for any special phase of personnel service.

For specialists in personnel service. Sequences of courses leading to higher degrees in the School of Education are offered for those wishing to specialize in some phase of the personnel field. Individual courses may be taken by those who do not desire higher degrees or who are specializing in other departments. Practical experience in some phase of the personnel field will be required of those wishing to qualify as specialists.

"Michigan State College" is the new name of the institution of Lansing of which Kenyon L. Butterfield is president.

Commissioner Redfield

The Idaho State Board of Education did a wise thing in a good way when it elected Miss Ethel E. Redfield as State Commissioner of Education most heartily.

Miss Redfield is not only admirably fitted for highly efficient service as State Commissioner, has not only had exceptional opportunities to know what is best to be done and how best to do it, but her election bears testimony the nation over that Idaho appreciates devoted service and honors high professional talent. Miss Redfield is widely known and universally and admiringly appreciated.

Weak Spots in Our Colleges

The following letter from E. G. Doudna, editor of The Wisconsin Journal of Education, is interesting:—

Madison, Wis., May 18, 1925.

Dear Dr. Winship: I have just read your editorial "Criticism of Criticism" and Mr. Peterson's article. Boynton did a good job and at least stirred the animals up. But what good is it going to do, if we just talk? We have got to get colleges to understand *teaching*, all else is beside the point. Can't we make a positive crusade for a recognition of teaching among the "higher-ups"? Can't the N. E. A. do something constructive? Boynton has called attention to the evils, but now we need the medical attention, nurses, and the rest if it amounts to anything. You know better than any one else that we can't stand in the marketplace and cry "Woe, woe! woe is Nineveh" and get the work done. . . . The real point of course is *"What are we going to do now?"* If the fight was worth beginning it is worth carrying on. Don't you think you could initiate a real drive to dignify teaching? I feel so deeply about this that I hate to let it rest with an explosion.

Sincerely,
E. G. Doudna.

In this connection we are using the paper which Mr. Doudna read at Cincinnati. It is certainly worth reading in connection with his letter.

Columbia College will advance more money to students as loans and relatively less as scholarships. A student loan fund of $500,000 within a reasonable time will be a probable outcome of this plan, which will go into effect with the beginning of the next academic year. This will bring about a greater sense of business responsibility in the student beneficiary. All future loans will be through a bank.

A Presidential Masterpiece

We think President Coolidge's Memorial Day address is the most courageous presidential utterance since the Emancipation Proclamation, and one of the noblest demonstrations of statemanship in half a century.

"States' Rights" always means the right to do some great wrong.

We do not need to go back five years for abundant proof of this statement. What State's right in the promotion of public school service was threatened by a Federal Department of Education?

What State's right to benefit humanity was in jeopardy in the case of the Child Labor Law?

What State's right to promote the better living of anybody in the enforcement of the Volstead Act?

The President brilliantly calls attention to the fact that the cry for States' rights is always in the interest of some national wrong; always aims to jeopardize the American Republic for the benefit of the champions of some harmful measure.

Friends and Acquaintances—(VI.) M. A. Newell

By A. E. WINSHIP

Of the friends and acquaintances who have gone to their reward, M. A. Newell of Baltimore stands clearly and effectively outlined because of his scholastic ability, professional devotion and charming comradeship.

He appealed to me from the first meeting of the National Education Association in Trenton in 1869, though it was only a youngster's admiration of a leader until I came to the editorship of the Journal of Education in 1886. Then the admiring acquaintanceship blossomed into a friendship that remains a precious memory through a third of a century. The school year now closing is the one-hundreth anniversary of the birth of McFadden Alexander Newell in Belfast, Ireland; and on May 24 Principal Lida Lee Tall of the State Normal School of Maryland, founded by him in 1865, with Congressman J. Charles Linthicum of Maryland, a graduate of the school under Principal Newell, and others of the Alumni Association honored his memory with appropriate exercises. William McAndrew of Chicago was the principal speaker, and it was with genuine pleasure that I gave "A Personal Appreciation" of my friendship, which I esteem most highly. The establishment of a State Normal School in Maryland in the same year that the Civil War ended disastrously for the South was of itself a notable achievement. While Maryland had never seceded, it was not ardently Northern in its sentiment, as I fully appreciate, having been in camp in Baltimore as a Union soldier in 1864.

For a State Normal School to be established in Maryland by a man forty years of age who was not only not a Marylander, but not even American-born, was little short of a social and civic miracle. Nor was the establishment of a State Normal School his only achievement for, at the same time by the same Legislative Act, Mr. Newell, an Irishman, a schoolmaster, established a State Department of Education and became in that year, 1865, principal of the State Normal School which he created, and State Superintendent of Schools, a dual service which he performed for twenty-five years, through the Reconstruction period, through the thrilling years that gave the United States a Bureau of Education; that gave America the leadership, and Charles W. Eliot, Francis W. Parker, and G. Stanley Hall; that gave Baltimore Johns Hopkins University and Goucher College. Nor can one have even a faint impression of what this really involved, who has not been deeply interested in Baltimore's aspiration and the fatality that had trailed her for a century before the Civil War.

Baltimore was one of the four great cities of the Atlantic coast from Colonial days; had twice been scheduled for the commercial leadership of the country: first, as she had this leadership almost within her grasp as the flour centre of the New World; the Erie Canal robbed her of this prestige. Again, as the beef centre of the New World, halting the cattle from Kentucky and southeastern Ohio; slaughtered them, and furnished Philadelphia, New York, and Boston with their meat; but the great Western World sprang into being, and no more cattle wended their way over the Alleghany and the Blue Ridge. But Baltimore was wealthy, has always been wealthy; was aristocratic, has always been aristocratic; had a noble heritage of which the humblest of her people were proud. This was the city, these the traditions which followed the schoolmaster of Baltimore in 1865.

Nothing in American history, civic or educational, quite matches the marvelous experience of McFadden Alexander Newell in the educational life of Maryland for a quarter of a century, from forty to sixty-five years of age. None or all of the situations already mentioned have anything like the professional problems which he faced. His leadership was never unchallenged; no leadership in Baltimore has ever been unchallenged. The fact that it has always been both Northern and Southern, and never either Northern or Southern, must be kept ever in mind.

The height and breadth and depth of M. A. Newell's profound mastery of situations and brilliant leadership in functioning, deserve the monument which the state has erected on the vast and beautiful campus and the noble array of buildings in which more than a thousand students are mastering the science of education and the art of teaching in this anniversary of his birth. His vision was never limited to Baltimore; it was always for the whole of Maryland; it was never limited to Maryland. From the first he thought in American units. He was never a rival of other Baltimorians or of other Marylanders, but in those wonderful twenty-five years he was always a national figure in education.

Once only in sixty-eight years has the National Education Association met in Baltimore, and that was upon the invitation of Mr. Newell; once only has Maryland been honored with the presidency of the National Education Association, and Mr. Newell was the only man in the sixty-eight years so honored. Here are two outstanding facts which challenge the admiration of all Baltimorians and of all Marylanders.

But in none of these achievements is the professional grandeur and nobility of M. A. Newell envisioned. No one is immortalized by

anything that merely meets the conditions of his day. That Mr. Newell met these conditions for twenty-five years brilliantly has already been demonstrated, but had he done no more than that a passing tribute would be adequate.

Two requirements are indispensable to real professional greatness. First, one must overcome the tyranny of tradition. Second, he must build for generations yet unborn. No American educator has done both of these more remarkably than did Mr. Newell in Maryland.

In 1865 the State Normal School was not enthroned in the scholastic mind of any state, least of all anywhere that tradition or aristocracy were entrenched as both were in Maryland. It is less than five years since any college in New England would allow any academic credit for any scholarship acquired in any State Normal School. The first State Normal Schools in Massachusetts—the first in the New World—were more than eighty years old before any college in that state would allow any credit for any scholarship attained in one of those schools. Fortunately we need not draw on our imagination, need not romance in our admiration of the professional heroism of Mr. Newell, sixty years ago, for he is on record most specifically on all issues involved in the establishment of a State Normal School in Maryland in 1865. Baltimore had been prominent in high school functioning. In 1843 the Eastern High School in Baltimore was established; in 1845 the Western High School was established. For twenty years Baltimore had reveled in pride in scholastic studies for the graduates of the elementary schools.

The normal school was to be radically different from the high school. The first paragraph in Mr. Newell's catalogue of the proposed State Normal School met the issue fairly.

"While the outline of the course of instruction corresponds, at least in part, with that of our best high schools, the purpose and aim of the high and the normal school are essentially different. In the high school the aim of the teacher is to communicate knowledge; in the normal school it is to cultivate the power of communicating knowledge. In the high school the object of the student is to learn so as to know; in the normal school it is to learn so as to teach. The purpose of the high school is to produce good, intelligent, well-informed citizens; the purpose of the normal school is to produce good, efficient and zealous teachers. There is therefore no antagonism, no room even for competition, between the high and the normal school; for though dealing with the same subjects, they pursue different ends and by different means."

That sounds conciliatory, but it was like a red flag to a bull. We know what it meant in Massachusetts, and it must have been worse in Baltimore.

"Different ends by different means." That was a striking criticism. The high schools had been through a severe struggle to make the city taxpayers accept the fact that there was any need of a high school. Even today, eminent leaders insinuate, and some of them openly assert, that much that is taught in the public high school should not be taught there. One much promoted claim for the high schools was that they would provide teachers for public schools. Here was a new man, "the state superintendent," saying that the high schools were not pursuing the right ends in the right way.

But the last sentence in that first paragraph was wormwood and gall. "A sound elementary education is a good preparation for the normal school; a thorough high school course is still better; and it is hoped that before long, a high school diploma, or its equivalent, will be necessary to secure admission to the State Normal School." Not only was the normal school to be different, but it was to be higher than the high school. Mr. Newell wrote that in the first catalogue of the Maryland State Normal School, and fifty years afterwards only two states in the Union had the faintest hope of doing what he said, sixty years ago, that all states should do, and now, for the first time in the sixty years, it can be said that in the near future every state will do what M. A. Newell, state superintendent of Maryland, in 1865, said should be done.

If that vision does not justify all that I have been saying of Mr. Newell for forty years nothing could justify it.

But Mr. Newell's challenge to national admiration was in the remainder of his prospectus in that First Catalogue.

"The Science of Education is still in its infancy. The principles on which it is based, founded as they are on the unchangeable laws of mind, are easily apprehended, and command assent as soon as they are announced. But the best mode of carrying them into effect is still a matter of experiment. The Faculty of the Normal School therefore disclaim all intention of making teachers to order, of pronouncing in every instance which is the right way of teaching every subject, or of deciding in every case the proper method of dealing with all the practical difficulties of the schoolroom. It is their wish to extend and multiply the facilities of the teacher, and not to cramp his energies by adherence to a rigid formalism. Their object is to eradicate the dogmatism of the past rather than to inculcate a newer, even though it be a better dogmatism. They seek (as the very first step in the march of improvement) to break up the pernicious routine, by which, from generation to generation each following blindly in the steps of its predecessor, false methods have become so hallowed by custom that all intelligent investigation has been checked. They endeavor to substitute the precepts of nature, reason, and philosophy for the absurd demands of tradition. Their aim is not to convert their students into pedants and martinets (of whom there are enough already), but to call into the liveliest exercise the pecu-

liar talents of every individual, and to bring these talents, under the direction of a sound philosophy, to bear upon the work of the teacher. They think that the soldiers of the Army of Education should be not merely well-drilled operators, but active thinkers, intelligent workers, accustomed to use their own faculties, and to follow the dictates of enlightened common sense. Above all things, do they consider it important that teachers should form a high ideal of their position and duties; that it should be well understood that the days of mere school-keeping and lesson-hearing are numbered; that oral instruction must to a certain extent take the place of memoriter recitations; that the teacher is no longer to confine himself to the textbook as the beginning and the end of all that is to be taught and learned; that the teacher as a moral and intellectual agent must come sometimes into direct contact with his scholars as moral and intellectual subjects, and not always through the medium of a book; and that want of success in the government or instruction of a school is an indication of incompetency on the part of the teacher.

"They seek also to combat the old and dangerous heresy, that the communication of knowledge is the sole or even the main object of the educator. They sincerely believe and earnestly teach that the amount of book-learning usually obtained at school is but of small importance compared with the moral and intellectual habits which are there acquired. They would make the direct acquisition of knowledge in school subordinate to the development of the power and desire to use that knowledge and to add to it after leaving school regarding the one as money locked up in a strong box, of which the key may happen to be lost, the other as money invested in good securities at compound interest.

"They earnestly endeavor to impress upon their students that the cultivation of the intellectual powers is only part of a teacher's work. The physical well-being of the scholar is entrusted to the teacher during school hours, and, as far as he can control it, after school hours; and the laws of health are as necessary to be taught as the laws of grammar. The conscience needs the guiding hand of the teacher as well as the reason; the duties of the child to society, to his country and his God, need to be explained and enforced as well as his duties to teachers and parents."

It is unthinkable that a man could have said that sixty years ago; could have written that in a catalogue of a State Normal School in Maryland, and could have retained the leadership for a quarter of a century as state superintendent of schools and principal of the State Normal School at the same time. It is so remarkable an achievement as to be little short of miraculous.

It is not to be wondered at that McFadden Alexander Newell was able to bring the National Education Association to Baltimore, nor that he was elected to the presidency of that association as naturally as real yellow cream rises to the surface. Dr. William T. Harris had been president only two years before. Those were days when great American educators grappled with great professional problems and no one of them all thought more wisely or expressed himself more forcefully and brilliantly than did M. A. Newell, at whose feet I sat in those counsels year after year, before I knew him intimately. I can think of no one, now active educationally, who knew him nationally for so many years as did I, which is the excuse for writing thus fully, admiringly, and affectionately as I am doing.

The Neighborly Spirit

By GRACE M. SMITH
Chicago

A teacher in a township high school of Illinois contracted scarlet fever from an unrecognized case among the pupils. Friday he was unable to report for duty; the following Wednesday he had passed on. There are a widow and three children, the oldest five years.

At the faculty meeting following, the teachers agreed to divide his work among them, so that his salary could continue through the remainder of the year. The town has a twelve-month salary schedule, so that meant five and a half months, up to September 1, when the new teacher would take office.

That would help some, but teachers' salaries in this school are not more munificent than they are at other points you may know about, and there were doctors' and nurses' bills and funeral expenses.

The principal suggested that it would be only common neighborliness if each of the sixty-four teachers would contribute one-tenth of their current month's salary. The plan met instant and whole-hearted response, and at the close of the meeting a committee conveyed to the widow a letter of sympathy, the sincerity of which was attested by the $1,300 check which accompanied it.

In the pushing, everyone-for-himself scrambling of modern life, universal kindliness and brotherhood may be less universal than they were in pioneer days, but they are still attributes of humanity and they seldom fail to respond to appeal.

Public May Listen In on N. E. A.

For the first time in history the National Education Association will put on a radio program. This is announced as follows:—

Sunday, June 28-Thursday, July 2. Each evening, 8 to 10 p.m., Central standard time, from Station WFBM, Indianapolis, Indiana.

Sunday, June 28, 8 to 10 p.m.

Music—Tabernacle Presbyterian Church Choir. Director, Fred Newell Morris; organist, Paul Matthews.

Community singing led by Fred Newell Morris.

"The Faith of the American People in Public Education."—John J. Tigert, United States Commissioner of Education, Washington, D.C.

Monday, June 29, 8 to 10 p.m.

Music—Community singing—Arsenal Technical High School Band of Indianapolis, Indiana; F. A. Barker, director (winner of first prize in 1925 State Music Contest).

Addresses of welcome (ten minutes each)—

E. U. Graff, superintendent of schools, Indianapolis, Indiana.

W. P. Dearing, president, Indiana State Teachers' Association, Oakland City College, Oakland City, Indiana.

Response (ten minutes)—

Mrs. Mary C. C. Bradford, state superintendent of public instruction, Denver, Colorado, and a former president of the Association.

Address (fifteen minutes)—

James A. Drain, National Commander of the American Legion, Indianapolis, Indiana.

President's Address—"The Educational Outlook at the End of the First Quarter of the Twentieth Century" (twenty-five minutes).

Jesse H. Newlon, superintendent of schools, Denver, Colorado.

Tuesday, June 30, 8 to 10 p.m.

Music—Indianapolis Teachers' Chorus; Ernest G. Hesser, director.

"Culture and Brass Tacks," Meredith Nicholson, author, Indianapolis, Indiana.

"Steady as She Goes," Albert J. Beveridge, former United States Senator from Indiana.

Wednesday, July 1, 8 to 10 p.m.

Music—Indianapolis Newsboys' Band; J. B. Vandaworker, director.

Interpreting the Schools to the Public—

"Interpreting the State Program" (twenty-two minutes), John W. Abercrombie, state superintendent of education, Montgomery, Alabama.

"Interpreting the Work of the School to the Home" (twenty-two minutes), Anna G. Fraser, public schools, Oakland, California.

"Strategic Position of the Principal in the Interpretation of the Schools to the People" (twenty-two minutes), Belle M. Monroe, Principal King School, Akron, Ohio.

"Interpreting the School Program to the Local Community" (twenty-two minutes), John J. Maddox, superintendent of schools, St. Louis, Missouri.

"Interpreting the Rural School Program to the People" (twenty-two minutes), Lillia E. Johnson, county superintendent of Schools, Eau Claire, Wisconsin.

Thursday, July 2, 8 to 10 p.m.

Music—Raper Commandery Choir, George W. Kadel, director.

Interpreting the Schools to the Public—

"The Colleges and the People" (twenty minutes), E. H. Lindley, president, University of Kansas, Lawrence, Kansas.

"The Functions of Teachers' Organizations in Interpreting the Schools to the Public" (twenty minutes), Ella Victoria Dobbs, associate professor of industrial arts, University of Missouri, Columbia, Missouri.

"Responsibilities of Educational Journalism in Interpreting the Schools to the Public" (twenty minutes), Joy Elmer Morgan, editor, The Journal of the National Education Association, Washington, D.C.

"Responsibility of the Press in Interpreting the Schools to the Public," Glenn Frank, editor, The Century, New York City.

Weak Spots in Our Colleges

A Stimulating Criticism from a Schoolman's Standpoint

This is the Third Paper in a Lively Controversy

By E. G. DOUDNA

Editor Wisconsin Journal of Education, Madison, Wisconsin

For many years the maladjustment of secondary school and college has been recognized and various remedies have been proposed. The mortality of the freshman year in college approaches forty per cent. and is growing. The survey made by the United States Bureau of Education of the seniors in the high schools of Massachusetts stated explicitly that fifty per cent. of the graduates would be unable to do college work, and that twenty-five per cent more were doubtful. In other words even though the high school graduate crosses the entrance requirement hurdle he has less than an even chance of success after he enters the freshman class and passes from the status of "high school student" to "college man." Up to this time the failure of the freshman has been regarded as an indictment of the secondary school and the efforts to effect a reform have usually been through the secondary or "preparatory" school. Perhaps this is not the real solution of the problem.

Since 1893 American education in the elementary and secondary school has undergone startling and radical changes not unlike those that brought about the political and industrial revolutions a century earlier. The public schools have set up clear and explicit objectives where before they stated their aims in meaningless generalizations; they have re-examined the philosophy of education, the curriculum has been modified and is now the centre of educational inquiry; scientific testing of results and controlled experimentation are giving us a science of education that is professionalizing the teachers of the public school.

The colleges—with a few exceptions—are still thinking in terms of the report of the Committee of Ten, if indeed they have moved from mediævalism up to that point. Apparently they still regard the secondary school as a preparatory school and treat it as such. "But Jerusalem which is above is free, which is the mother of us all."

The literature of college education is exceedingly limited and beautifully indefinite. Mostly it concerns itself with the "hordes of incompetents" who ask for its training. It states its objective naively as preparation for leadership even when it bothers to state them at all. Of the modern democratic theory of education it is little concerned. When it does condescend to discuss it it does so by sneering at "educational leveling," at "the pedagogy of gush," at the "imbecility of interest," and so on *ad nauseum*.

Contrast the policies of the public school and the college. One finds that the modern school has its objectives clearly and explicitly defined; that it centres its thought on pupil development; that it demands good teaching, and requires professional training of its teachers; that it stresses the importance of individual differences; that it aims to arouse thought by methods which require a maximum of pupil activity; that it places less and less dependence upon final and formal examinations, but the tests it does use are impersonal, objective, and to a reasonable degree standardized. Procedures are tested and pupil failure is not met with the querulous statement "that pupils are not prepared," but by an examination of the school and its teachers. The public school cannot pass the responsibility; it has no desire to do so. It takes the pupils from where they are as far along the road that they should go as it can reasonably be expected to do. It recognizes education as a dynamic process—as a transforming process—and it can't take time to whine about its raw material.

The college has not stated its objectives clearly in terms of modern democratic society. It is still a subject centred institution; it places but little emphasis upon good teaching and requires no professional preparation. That the schools of education in most universities have made and are making important contributions that could easily be learned by some of the other professors in the liberal arts colleges is apparently still unknown to the scholastic gentlemen who continue to laugh at "pedagogy" and to repeat "if you know your subject you can teach it."

The college still uses the lecture method—if it is worthy of being called a method—it prefers mass instruction, the pouring-in process which Page exposed almost a century ago. Poor freshmen, herded into a great classroom, are arranged alphabetically, and sit in "stolid and magnificent inattention" while a bored and indifferent professor delivers himself of a fifty-minute discourse, which is usually scrappy, ingenuous, unorganized, uninteresting, and unheeded. An instructor—heaven knows why such a title is used by one who does so little instructing—checks attendance, gives tests, and marks papers. There is a stone-wall of indifference between teacher and student. The wonder is that half of the freshmen adjust themselves to the new situation. They, of course, do not see that knowledge is passed on for its own sake—that the pursuit of knowledge becomes as inhuman as the miser's pursuit of money. Acquisition, not

activity; receptivity, not thought, are the rule.

Personal and subjective examinations and tests are used to measure students' success. They are too frequently general, vague, and unstandardized. This abject reliance upon examinations has long since become ancient history in the modern public school.

A study of the progress made in education in the public schools as compared with that of the college, makes it reasonably clear that the lack of adjustment is a fundamental one and must be met honestly by the colleges as well as the high schools. It seems certain, however, that the higher institutions might come down from Mount Sinai and spend a little time in Doubting Castle. Their objectives, procedures, standards, and organization could well be restated in terms of modern education. Not forever can they remain alone on the heights and cry "Excelsior" to the toiling ones below.

We are not concerned with the upper classes nor with the graduate school, but we are immensely concerned that the present death rate in the first year be lowered, and that the educational determinism which seems to doom the beginner to failure shall be tested by modern standards. The cynical reference to "sore-eye specials" which takes the student home to a broken-hearted mother, an irate father and a gossipy neighborhood, indicates a mental attitude that might well be changed.

There are at least two things the colleges can do at once to improve their relationship with the public schools. They can set about a reorganization of the first two years of the college into junior colleges, somewhat analogous to the junior high school which has done so much to break down the barrier that once stood between the eighth and ninth grades. This does not mean merely setting apart two years and calling the new group a junior college, but a complete reorganization with trained teachers, definite curricula, intelligible standards. Entrance requirements would be less important than now, but the junior college would be a real step in our educational ladder.

This unification is coming—some colleges and universities now recognize their weaknesses, and are earnestly and sincerely attempting the solution. The Universities of Chicago, Minnesota and Pittsburgh have made definite advances. They are pointing the way. Antioch, Columbia, Amherst and other colleges are exploring carefully their field and offer some hope to the secondary school. Their experiments will be useful. Others must do likewise.

But beyond reorganization and above any readjustment of curricula the college can do the public schools the greatest service by recognizing that teaching is a profession; that it is as great to discover a human soul as to discover a new star or divide an atom. The time has not yet come when the college teacher can set before a group of students an intellectual dish which has lost all its flavor and expect it to be eaten by an eager student body. That time never was. Paul once wrote to Timothy: "The things thou has heard of me among many witnesses, the same commit thou to faithful men, who shall be able to teach others also." We need great emphasis on that *ability to teach others also.*

The college and the graduate school have contributed to our knowledge of the world. Research has abundantly justified itself, but the world needs also interpretative scholarship. Productive scholarship we have recognized, rewarded, eulogized, and almost sanctified. The discoveries of the research men must be translated into life, must be carried over into the world where people are living. This is an obligation of the college to the world which it has not sufficiently recognized. If the results of scientific investigation in the social field, let us say, were made available to the masses through clear and concrete exposition perhaps we should see a decline in political charlatanism. Perhaps the newspapers would discover that important matters can be reported accurately and interestingly. Certainly those who possess knowledge owe it to the world to follow the example of the clerk of whom Chaucer said: "Gladly would he learn and gladly teach."

The teacher has been underrated by the college. He has been underpaid. The man who can write books, who can contribute even a microscopic addition to any field of knowledge, is promptly and gladly honored. He who interprets, who stimulates, who energizes, is forgotten or is held to be "merely a teacher."

In 1837 Emerson declared in his American Scholar for the intellectual independence of America. He pleaded for the scholar, he immortalized the man who could contribute to human knowledge. His exhortations have been heeded. American scholarship is recognized, it is honored, it has been rewarded. Today we need another Emerson who will plead for interpretation, who will write of the American Teacher that he may be dignified, exalted, glorified. The college can reward the great teacher—Arnold, Mark Hopkins, Huxley, those who can draw youth toward the stars; who have opened the eyes of the blind and the ears of the deaf.

The public school would like to welcome the college into its fellowship; it would like to meet on the level; it would like to co-operate to make a better world. The teachers of the public school are willing to contribute of their knowledge of youth and education to make a better college. They ask for democracy in education—not feudalism. The college, they think, might examine itself, might study the public schools with a view of learning; might

become more sympathetic. It might humanize its activities. It should re-organize its first two years, it should dignify teaching, should remember that the meek shall inherit the earth.

The National Education Association has a platform—one of its planks could well be worded to read: "A competent, well-trained teacher in hearty accord with American ideals in every college classroom."

William Torrey Harris's Philosophy

By LUCIA AMES MEAD

It is a matter for rejoicing that there has appeared a thoughtful though, it must be said, belated analysis of the educational principles of the man who from 1870 to 1906 was, as the author truly says, "the most influential man in American education." Dr. Harris was not only our greatest educator, but an idealistic philosopher whose profound and voluminous work in the interpretation of religion and art as well as metaphysics and education, placed him head and shoulders above most thinkers of his time. In addition to his published books he left in scattered pamphlets and essays a great treasure of material which, it is to be hoped, may some time be edited and presented to the younger generation, which has never known what it has missed.

John S. Roberts, Ph.D., district superintendent of schools in New York, has given the manuscript of his new book on Dr. Harris to the National Education Association, which has published it. It condenses from a vast mass of material in Dr. Harris's "Psychologic Foundations of Education," from his report of the "Committee of Fifteen," from prefaces to the long list of educational volumes which he edited and from other sources, the statement of his educational principles and their application to all grades of education from kindergarten to university. He shows how Dr. Harris's greatest contribution was the formulation of definite aims and purposes of education in the light of an intimate and scholarly knowledge of philosophy. Many of the superficial pragmatic theories of today, with overemphasis on the importance of the physiological side of psychology, would disappear under the philosophic searchlight of Dr. Harris. At this moment when excessive devotion to the interests of natural science is manifest in method and choice of subject, it is fundamentally important to bring the broad view of philosophy to the problems of education.

Three conceptions—God, freedom, and immortality—lay at the basis of his philosophy. Looking at the world from the mountain peaks of Plato, Aristotle, Kant and Hegel, he saw an ordered universe, all things related and the prime business of education to help each new immortal being to realize his relations to the Creator and his universe, and to the civilization which mind has created. Dr. Andrew F. Draper called Dr. Harris "the most profoundly philosophic writer upon educational themes in the world." "His writings," he said, "have stimulated educational interest and uplifted every teacher from ocean to ocean. He has been a veritable knight-errant in the world's hustle for the highest intellectual freedom." Said his predecessor as Commissioner of Education: "He is the most influential man in education in the world," and I recall that Arthur Balfour, the great English statesman, who is a philosopher as well, pointed out to an American visitor the seventeen volumes on his shelves of Dr. Harris's Journal of Speculative Philosophy, and said no one in England could have produced them.

Dr. Harris greatly improved the teaching of arithmetic and reading, evolved a system of flexible grading and promotion and gave great attention to the physical conditions surrounding the child as regards light, heat, ventilation, etc. He infused new life into the Bureau of Education, and made its importance recognized abroad. His special preparation for this was his many years as superintendent of St. Louis schools, and his studies with that rare group of literary and philosophic minds which gathered around him and had no counterpart anywhere in the country. The greater part of Dr. Roberts's book is devoted to the detailed application of Dr. Harris's theories to the concrete study of geography, history, mathematicis, civics, science, vocational and manual training, textbooks, class recitation, kindergarten, supervision and the practical side of education.

The idea of self-activity is the key to the understanding of Dr. Harris's views. He condemned any method that prevents or limits self-activity or prevents the growth of higher forms. The extreme manifestation of individualism and license which would overthrow the deep-rooted institutions of civilization by insisting on the Rousseau idea of a return to nature, Dr. Harris felt, threw aside the treasured inheritance from the best minds of the ages and tended to restore barbarism and anarchy. He looked on education as preserving and interpreting institutions while developing them as new conditions arose. He continually emphasized the function of society, and he fortunately for a time helped to put into a subordinate place the fallacies and extreme claims of individualistic theories. He saw education as a social function and felt that the school should be closely related to

the home, the church, and the state. The child must first of all be fitted to take his place in the great institutions which mind has created and is still further developing.

The question of content, of what is read, what is taught he held fundamental. He demanded gems of literature instead of the crude and unrelated matter of the older reading books. He laid great stress on language work; he opposed the memorizing of unrelated facts and showed the need of tracing cause and effects in the study of science and history. He examined each subject from the view of a central, organizing principle and saw its relation to society and to the individual. Dr. Harris used his philosophy in solving practical problems. The application of fundamental principles he recognized must be varied as civilization advances. He laid great stress on the value of Hegel's philosophy as explaining and justifying institutions. I believe he read every year for fifteen or twenty years Hegel's Philosophy of History. Hegel asks: What is nature? What is man? What is the world? and his answer is: "The world is the process of the evolution and perfection of immortal souls; the history of the human race exhibits the progress of souls into the consciousness of freedom," and he then showed how philosophy is applied in art, religion, jurisprudence and political institutions, "progressing from the form of absolute despotism and slavery to the constitutional form of government. "Logic," said Hegel, "is the science of the principles, method and system of what is universal and necessary in thought."

Dr. Harris found in all phenomena mental equivalents. Matter is the manifestation of spirit. He spoke of Kant's labors as resulting in a complete reduction and formulation of mental factors in the varied realms of knowing. "Thought alone," said he, "makes life valuable and has power to protect and preserve it." He saw that "Pure Reason" transcends the world of experience and understanding and synthetically gives order and system to the judgments of the understanding. It goes beyond the objects of sense to the idea of a first cause. Dr. Harris held that reason is absolutely free and not controlled by physical laws; he opposed the doctrine that the strongest motive governs the will. He held a motive to be an ideal, a purpose, a design which contains the idea of what does not yet exist, and is itself the product of self-activity. When it becomes real it is no longer a motive.

In his "Logic of Sense Perception and the Nature of the Concept," he tried to harmonize the antithetical methods of obtaining knowledge through the activity of the reason and the modern method of creating the activity of the senses. The whole question of emphasis on subjects and methods of study depends on the point of view taken, whether that of the empiricist or that of the idealist. Dr. Roberts points out that "one of the most original contributions of Dr. Harris to philosophy and psychology was his analysis of the syllogism involved in sense perception and his brilliant insight into the functions of the three figures of the syllogism in the psychologic process. He showed that perception is not mere seeing, but the interpretation of the thing seen in the light of former experience. This marks, I suppose, the difference between the geologist's or poet's conception of Mont Blanc and that of the cow or rabbit with equally good eyes. A concept is not a mental image; it is impossible to form mental images of force and relations. Dr. Harris did not believe that concepts are general notions arising through abstractions from many particulars. He thougnt of them as bearing on the great formative or destructive processes of the world, which processes endure though their products pass away. "Concepts arise through effort to think over the real process in which things are explained by our experience." To use an illustration that occurs to me, Dr. Harris held that just as an architect first settles whether he is to build a railway station, an apartment house, or a cathedral, so the educator must first consider the kind of being that he is to develop, and each stage of its progress must have cognate relation to the ideal end in view.

One who like myself recalls those halcyon girlhood days at the Concord Summer School of Philosophy, when Emerson sat on the platform listening benignly as Dr. Harris expounded philosophy, feels a debt of gratitude to Dr. Roberts for his able and discriminating exposition of the work of this great thinker. Dr. Harris was not only profound and erudite, but he was one of the most helpful of men, always picking out the grain of wheat from a bushel of chaff in a general discussion and helping young thinkers to make the most of their little insights. That the rising generation of normal students know little of Dr. Harris, and that many find the study of possibilities of gland development more interesting than the study of the nature of the soul, is a symptom of the time. The overwhelming interest in natural science has swung the pendulum far in the opposite direction from Dr. Harris's theories. But some of the ablest educators feel that, while retaining all that is good in the new knowledge of the physical world, the educator of a generation that is called upon to organize the world and to promote world fellowship must, like Dr. Harris, see that the assurance of God, freedom and immortality furnishes the only sure foundation. Then look for the pendulum to swing back.

Reform in the Providence Schools

By SUPERINTENDENT I. O. WINSLOW

The attention of educators everywhere who are interested in progressive movements in the administration of public schools has been drawn to the city of Providence, R.I. Among all the reorganizations of school systems in accordance with the latest ideals that have taken place in the larger cities of the country the accomplishment in Providence is in many respects the most conspicuous.

For many years the schools of the city have stood for a conspicuous example of the persistence of New England conservatism. They have been under the control of a school committee of thirty members elected by wards on the regular political ticket. In its organization the committee has been divided into nineteen sub-committees, each having certain delegated powers. The conduct of school affairs has been subject to such complexities as are customary in a state legislature.

In respect to finances the committee has been subject to the control of the city council. Estimates of requirements and requests for appropriations have been nearly always pared down by the council to the basis of bare necessity, without a provision for improvement and expansion. The conditions have naturally produced hostile relations and counter charges between the two bodies.

Authorization for the construction and repair of school buildings has been entirely in the hands of the city council. Only as a matter of varying courtesy have the school authorities been consulted.

The situation has been emphatically typical of conditions that have prevailed in many cities, particularly in the East. One of the wealthiest cities in the country, with a comparatively high average of citizens who believe in excellent school advantages, and are willing to pay for them, has been running along on an old-fashioned provincial basis, chiefly because of the want of any means by which the citizens could be informed of the fact and by which their united will and efforts could be brought to bear upon the problem.

Under such conditions it is possible for a majority of the citizens of a community to be under a gross misapprehension about their public schools. They have taken the customary American pride in the schools and have believed them to be excellent, as indeed they may have been within the limits of possibilities. The evils of political and financial control may not prevent school officials and teachers from winning the respect of the children or from giving them excellent instruction in the "three R's." Busy citizens who have not the time to make a study of such matters do not realize the difference between the education that the children are receiving and the educational training that they ought to receive. The general lack of a proper understanding, leading to an attitude of complaisance, is, on the whole, the most difficult element in the problem.

In the past occasional attempts had been made in Providence to stir up public interest through such methods as the organization of an association of citizens or the awakening of the interest of some civic organization, but these attempts had been aborted because of the lack of sufficient driving power. The campaign that has produced effective results was originated two or three years ago. One of the civic clubs had adopted as one of its major projects the policy of promoting the interests of public education and applied for practical suggestions of ways in which its services might be useful. The club was informed that the task of school reform was too great for the undertaking of a single body, and was advised to seek the co-operation of other organizations.

As a result there was formed the Educational Council of Civic Clubs with representatives of most of the leading organizations. The members of this Council were men of sound judgment, high civic ideals, and persistent determination. They made occasional reports to their respective clubs and were firmly supported. They sought and secured the hearty co-operation of the leading newspaper. It required precisely this combination to produce results.

The Council of Civic Clubs first conducted an investigation of its own to get at the fundamental facts. It then made a striking report, which was spread upon the front pages of the newspapers, to the effect that the city was far below other cities in the liberality of its school appropriations. This report was followed by a series of daily reports, each specifying a particular respect in which the city failed to provide for its children educational advantages that were provided elsewhere.

These reports, of course, aroused the city council, which immediately ordered an investigation. The Council of Civic Clubs thereupon demanded that the investigation should consist of a thorough professional survey by educational experts. In response to this demand such a survey was authorized and was supported by an appropriation of $12,500 to defray the expense. For the survey the city council secured the services of the Bureau of Educational Research of Teachers College, Columbia University, under the direction of Dr. George D. Strayer.

The work of the survey and final report have related to the three major features of the system—administration, buildings, and finances. Concurrent with the survey the director assisted in the preparation of a bill for the legislature providing for the legislation neces-

sary to carry its recommendations into effect. At this point certain conflicting political influences and interests came into the foreground which seemed to cause serious difficulties, but eventually a compromise was agreed upon and signed by leaders of both political parties. The final passage of the bill in the legislature was nearly unanimous.

The act provides for a school committee of seven members, two of whom are elected at large, and one from each of five districts. After the first special election members are chosen at the time of the regular election but with separate ballots. Each election is preceded by a caucus, which is really in the nature of a primary. Candidates at large must have secured the signatures of at least one thousand voters to have their names upon the caucus ballots, and those from districts at least two hundred. The caucus is open during the entire day and evening. The secret ballot and all other customary safeguards are required. The caucus eliminates all of the candidates excepting the two, in each instance, receiving the largest numbers of votes. It is the theory that these safeguards will insure genuine results representing the will of a majority of the voters.

The results of the first election, held May 4, are gratifying. The members of the new committee are all citizens of a high order and have public confidence. As a group they are highly educated men and women. They include three or four who have been successful in the management of large business affairs.

The new law gives the committee independent control of school finances. It has authority to make up a budget calling for any amount within the limit of 35 per cent. of the average of the annual tax levy of the three years next preceding, and the city council is required to include the amount without question in its regular assessments. The locations of school buildings and plans for them, as well as for alterations and repairs, are within the authority of the school committee. The council is required to follow directions in these matters. If it fails to do so in respect to new buildings there will be a referendum upon the question at the next election. If the council fails to make repairs satisfactorily the privilege may be withdrawn by a vote of the school committee.

As a whole the provisions of this law have given the administration of the public schools of Providence a very high professional position. At a single stroke they have well-nigh brought it forward from the rear to the van of progress. The system has some advantages in its administration over school departments that are required to assess and collect separate school taxes and to have the responsibility for the actual construction of buildings. It is not encumbered with the necessity of making an annual drive for a favorable vote on school appropriations or school bonds, according to the custom that prevails in some sections. The administrators are thus free to devote their energies to more strictly professional duties.

Although members of the new committee will be entirely free to adopt their own policies in matters of administration, inasmuch as their election is a result of the survey and a component part of it they will be able to follow the general recommendations of the report. The plan calls for an avoidance of all subcommittees. It provides for definitely organized departments, under the charge of an assistant superintendent or director, with all authority emanating from and centring in the superintendent. The superintendent is to be regarded as the business manager of the committee. He is to be present at all meetings of the committee with the privilege of discussing all questions. He will be expected to explain clearly to the committee all measures that he proposes as a basis for their action. In short, the whole plan regards the committee as a business corporation with the superintendent as business manager.

To add stability to the new system and in a measure to perpetuate the functions of the temporary Council of Civic Clubs an association of citizens has been formed, called the Public School Association, with a membership of several hundred citizens. The stated objects of the association are as follows:—

To provide organized, intelligent, and continuous public interest in the public schools.

To keep the public schools free from political or other partisan influences or control.

To insure the nomination of persons possessing the highest qualifications for membership in the school committee.

To publish the qualifications of all candidates for the information of the voters.

The success of this reform movement has been directly due to a successful effort to stir up and organize the dormant interest of citizens in the welfare of our public schools. The necessity for adequate training of children to prepare them to meet the conditions of modern life warrants extreme measures to overcome the weight of traditions.

Man, the aspiring, experimenting, toiling maker of institutions and history, is an improvable being. On that great truth is founded our faith in popular government and a co-operative society.—Suzzallo.

Education Is for Citizenship

By WILLIAM McANDREW

[Dean Pearson's Interview.]

The greatest fault in schools is the tendency to teach children how to make money. We used to say that a high school education helps a boy or girl to get ahead in life.

We now teach that to go to high school is a duty to the state. The entire city pays the bill.

As Thaddeus Stevens said in the Legislature of Pennsylvania in 1835: "The education of every boy in the state is necessary, not for them, but for the safety of the Commonwealth, and for the maintenance of good government." The statutes of Illinois say: "Religion, morality and knowledge, being necessary for good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

The Boston Latin School took from England the idea of teaching men to be "gentlemen." We got the habit, especially in the East, of patterning our schools after these, which were essentially English. Today some of us have never made good the original ideas which were behind the founding of our schools, and if Washington and Jefferson were to come back to life they would be sadly disappointed with us. I think they would say: "Wake up! and learn the difference between teaching boys the value of money and manners and teaching them their duty to their country. What do you think we had a revolution for?"

If Lincoln had had the public school education of today he would never have been President, nor Washington, nor Jefferson either. Our great awakening came in 1916 when President Wilson urged us to quit fiddling around with Greek and Latin and European history and teach American ideals. We did wake up for a while, but since the war we are in danger of dropping back to the old ruts.

Educated men should make better citizens, but I am not sure that they do under our present system. The percentage of voters that actually cast ballots in the last election was somewhere around 50 per cent. Of the non-voters do you suppose most of them were educated or uneducated? They tell us that it was the educated gentlemen—the college fellows—who packed up their golf sticks and motored out to the country clubs on election day.

Education alone does not make good citizenship. Loeb and Leopold had all the education of a certain kind that they could stuff into their systems—Greek and Latin and entomology and all the other ologies, but no evidence of moral training. They lacked all sense of obligation to their God and their country.

The youth of this last generation were not given a clear idea as to why they were being educated. They thought they were being trained to make money; so they went out to make money. And they have made it in the quickest possible way—sometimes by crooked deals, sometimes by bank-breaking. It is significant that seventy-five per cent. of the financial crimes are committed by youths under twenty-five. They weren't effectively taught good citizenship, which means something more than money-making.

This lack of moral education is one of the greatest failings of the public school and state university. When I was a student I don't remember one professor who said anything about its being wrong to frequent the houses of ill-fame in the near-by city. It was outside the curriculum. Neither home nor school is doing as much moral teaching as both should do.

In Chicago every child above the fifth grade is to get one hour a week of what we call "civic service." That means character culture not surface culture. It takes in the whole field of service that a man owes his fellow human beings. And if you can't teach character culture in the school you might just as well shut up the churches, abolish motherhood and prohibit Rotary clubs, Kiwanis clubs and all service organizations.

Some think that moral and civic education in the schools should be "incidental." But which is more important—American ideals or arithmetic? How to be honest or to spell? How to participate in self-government or how to translate Latin? Let Latin and biology be incidental and the duties and rights of citizenship be the main show.

The colleges of the East are partly to blame for setting up this standard of Greek and Latin. They emphasize the educational frills rather than moral and civic backbone. Western public schools are refusing to follow them in this. We believe it our duty to prepare students for life rather than for college board examinations. We doubt that algebra can be of much use in training a citizen how to vote.

A public school education is like West Point or Annapolis. It is not to teach ornamental subjects which benefit chiefly the individual. It should train the habits that will serve the nation. Public school education is paid for by the entire country, and it should be a preparation not to serve one, but the community.

This is no whimsical theory. It is the authentic and repeated proposition of the men who set up the Republic and proposed education to keep it going. It is the deliberate conviction of Washington, Franklin, Adams, Jeffer-

son, Madison, and Monroe. It is the obligation of a service supported by the taxes of the people, not merely of parents. If you make any other teaching important, if you devote yourself to scholarship or to success in life or to fitting for college or to any other objective to the neglect of the fundamental political forces of a self-governing people you are a wastrel, a slacker, and a traitor.

A wave of moral delinquency is too generally said to be submerging us, for us to dare to dilly-dally now with old scholastic ideals. The country is crying for higher civic ideals. These are the schools' pressing ideals.

Open Window Heating and Ventilation

By FRANK IRVING COOPER

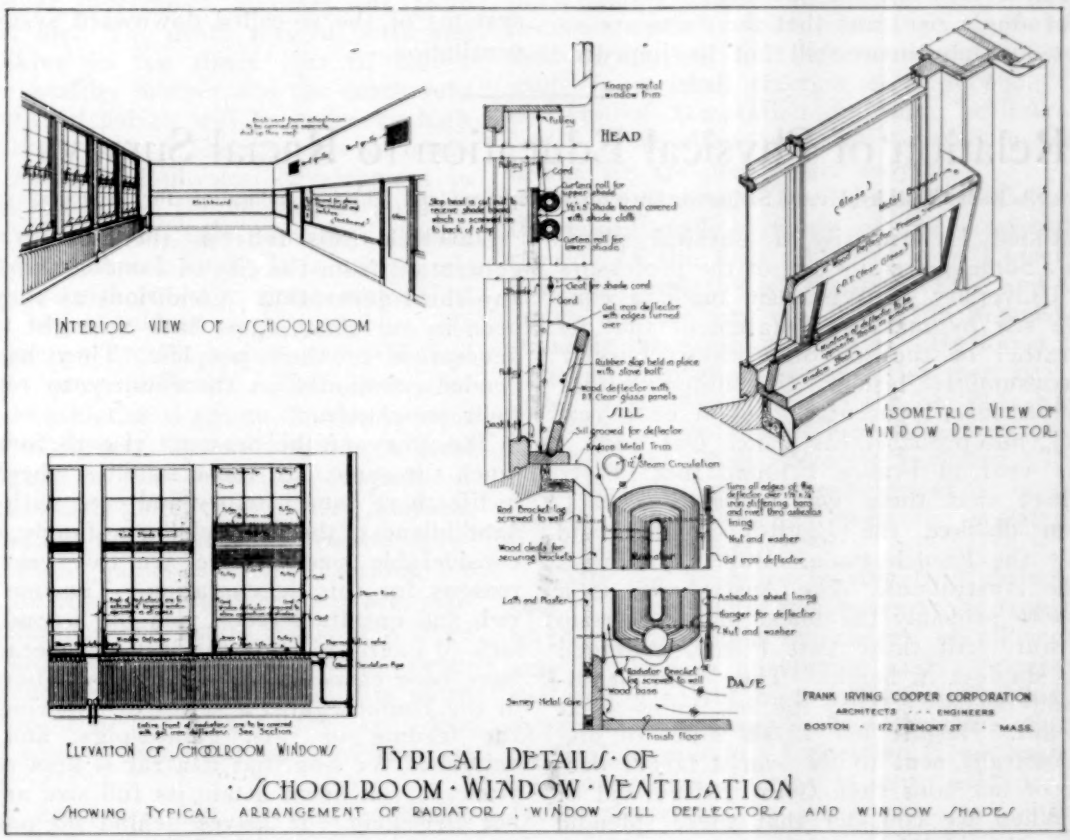
This system heats the schoolroom by radiation placed directly under the window and ventilates by slightly opening the windows at the bottom, allowing the introduction of fresh air which, mingling with the rising column of hot air from the radiators, is warmed and diffused about the room, finally passing out through vent ducts, openings to which are placed near the ceiling in the wall opposite the windows.

Window sills should be even with the wall so as not to interfere with the upward flow of air.

If hand valves are used they should be of the modulating type and the connections should be made to the top of the radiator.

Automatic control valves relieve the teacher of the duty of operating valves and should be used whenever possible.

To protect the children in the first row of



TYPICAL DETAILS OF SCHOOLROOM WINDOW VENTILATION

SHOWING TYPICAL ARRANGEMENT OF RADIATORS, WINDOW SILL DEFLECTORS AND WINDOW SHADES

A style of radiator should be used that will allow free movement of air. The top of the radiators should be just below the sill of windows. Extending the entire width of the windows at the sill line should be a steam supply pipe that should not be closed off. This is to give force to the upward column of air when steam is turned off radiators. The radiators should extend past both sides of the windows so that no cold air can drop down at the corners.

seats next the outside aisle the radiators should have a protecting screen made of corrugated iron and asbestos. This screen should set out one inch from the radiator, cover its entire width, extend to the top and down to the bottom of the radiator.

The windows should have deflectors placed at the bottom so that the incoming air will be forced to take an upward movement which is accelerated by the column of hot air rising from the radiators. This column of hot air

acts as a shield protecting the children from cold draughts. The incoming cold air will mingle with this column of hot air before it distributes itself.

Smoke tests show that the incoming cool air is forced to take an upward movement by the deflector; it mingles with the rising column of hot air from the radiators and begins a circling movement extending nearly up to the ceiling and rolls back across the entire room, causing a general circulation of the air throughout the room.

There should preferably be two exhaust openings in the wall opposite the windows at or near the ceiling and placed as far apart as possible. The openings should have adjusting dampers to control the flow of air and for closing when rooms are not in use. It is advisable to omit the usual wire screen so that the position of the damper may be seen at a glance.

It is essential for the successful working of this system that the radiators be correctly placed; that they be of the right type and of ample size; that the exhaust ducts be of correct size; the vent openings be located properly and be of ample size; and that the ducts are so run that air movement will not be impeded.

The right working of the system depends in a large measure on a positive exhaust of air from the room and when this cannot be obtained by natural means, steam coils or exhaust fans should be installed to insure the proper movement of air in the exhaust ducts. A positive exhaust will usually overcome an insufficient natural inflow of air through the raised windows, and relieve the teacher of more than casual attention to their position. Without a positive exhaust the amount that the window sash is raised has to be left to the judgment of the teacher.

When this open window system is installed the window shades should be kept taut by cords attached to both sides of the shade and fastened by suitable attachment, the shades always being under tension; otherwise, they are liable to rattle.

The Wheeler system, when properly installed with ample radiation, controlled by automatic valves and a positive exhaust, may be depended upon to give a schoolroom atmosphere far superior to that obtained by the usual basement heaters and the elaborate heating systems of the so-called downward systems of ventilation.

Relation of Physical Education to Racial Survival

[A Radio Talk by Henry S. Curtis, Director of Hygiene and Physical Education for Missouri.]

Parenthood is primarily a physical phenomenon. Some years ago one of the professors at the University of Wisconsin made a considerable stir by making a statement that he would rather be the son of a robust burglar than a consumptive bishop. Undoubtedly either of these forms of parentage would be a real disability, but probably his choice was wise.

In my year in France I found that nearly everywhere that there was intimate contact, our men disliked the English Tommy and generally the French Poilu. But they always liked the Australians. The Australians, as a whole, were probably the finest physical group in the war. All those that I saw, averaged close to six feet in height. They were democratic and friendly. They did not know what fear meant. Despite her 12,000 miles of distance, Australia sent to the war a larger percentage of her sons than Great Britain did of hers. When we consider that these splendid men were largely descendants from the penal colonies of Great Britain we realize the force of the professor's statement.

The story of the rise and fall of nearly all nations has been much the same. There is a long period of hardship and hardihood with the development of robustness and vigor. Then comes victory with luxury and ease. Work and exercise are left to the slaves. In a generation or two they are swept off the boards by a more vigorous race. The fall of Rome began when she began to hire mercenaries instead of using her own citizens to fight her battles.

Havelock Ellis tells us there is no fourth generation from the city of London and seldom any third generation. Conditions as they have been in our great cities have wrought the degeneration of their peoples. They have depended constantly on the country to replenish their population.

The story of the personal rise to fortune is much the same. In those families where early in life there comes luxury and ease with attendant idleness, there is seldom a family of any considerable size. There are two very large reasons for this degeneration. The one is the rich and unsuitable food, and the second is the lack of exercise. For the last two decades we have been carrying on in nutrition laboratories in the United States a series of experiments in the feeding of rats, guinea-pigs, and other animals. We find that if a rat is kept on corn alone, it will never attain its full size and does not live long. It leaves behind no posterity. If to this corn is added butter fat or milk in small measure, the animal will grow better, will live longer and probably have offspring, which, however, will not live. If to this diet alfalfa leaves or some similar green fodder is added, all these conditions will be improved. It is found that with each addition which brings the diet nearer the optimum the number of descendants increase, their development is improved and the probability of their leaving behind descendants is increased. The history of civilization is a pretty sure proof that exactly the same law applies to human parent-

hood that applies to the feeding of rats and guinea-pigs. Any deviation from the best food causes a decrease in the number of offspring, a decrease in their longevity and development and makes it probable that there will be no second or third generation.

It is a well-known principle among chicken raisers that if you wish the best results you must not confine hens in a small space where they have little opportunity for exercise. In that case there is a smaller proportion of fertile eggs and the chicks are not so vigorous. It is also well known that all brood animals require a considerable amount, but not an excessive amount of exercise for the best results.

In a general way it may be stated that although acquired characteristics are not transmitted, the vigor of the parents determines the vigor of the offspring. In this matter the health and vigor of the mother is much more significant than the health and vigor of the father.

We are much more concerned with physical education for girls than for boys, for all during the period of gestation and nursing the health of the mother determines whether the baby shall live or die. The death rate of bottle-fed babies is three to ten times that of babies nursed by a healthy mother, and the death rate of the bottle-fed babies will be twice as high for the next ten years. The race has an interest in the health and physical development in girls that it has not in the health and physical development of boys. This education should, however, be a different kind. It is not an advantage for a girl to have great masses of muscles on her shoulders, arms and hips. If the girl becomes muscle bound, she will find motherhood more difficult. The girl who specializes in athletics is apt to develop a masculine type of figure. It would not be a good thing for girls to play American football. I am not enthusiastic about their playing football, because I believe the sprains and bruises represented by these games are more serious for girls than for boys. The girl needs grace, suppleness, endurance and health, but not a large degree of muscular strength. Walking, dancing, swimming, tennis and volley ball are much more significant to her than to the boy. But she should always avoid extremes of exercise and fatigue.

It is not necessary that physical education should come through exercise at school. It may come, and in the past of America has always come mostly through work; but conditions are very different now from what they were fifty years ago. The school term has been lengthened from three or four months to nine or ten months, and the years of school attendance have been increased from eleven or twelve to fourteen or sixteen. The work of the city boy has almost completely disappeared, while the city girl gets little development from washing dishes or making beds. Our Child Labor Laws do not allow boys or girls to work for wages before they are fourteen years of age. The great period of physical education comes long before this. The youth of America are not now getting a saving amount of physical development through work.

Physical education is our best means for the development of the will and general vigor. The muscles are the organs of the will, which must express itself almost altogether through them. We do not often find a man of strong will with flabby muscles.

One of the greatest defences that we can have against temptation is the habit of instant decisions such as is cultivated on the baseball field or football field where all decisions are made in a small fraction of a second. "In matters of temptation he who hesitates is lost." If we allow ourselves to dwell on temptation, we are pretty sure to yield.

Some years ago Dr. Meylan of Columbia University made a study of the comparative records of the men who had won University letters in athletics at Harvard, Yale and Columbia, and the men who had a Phi Beta Kappa stand at the same universities. He found that a larger proportion of the letter men had got into "Who's Who" than of the Phi Beta Kappa men. I believe this is especially true of the men who are filling executive positions. There is no training for a superintendent or foreman which is more practical than the training of the football captain.

While our evidence in this field cannot be said to be complete, it appears to be true that in the unified brain the energy of all centres may be used in a common task. Apparently the energy of the motor areas is the chief or dynamo for running all our enterprises, whether physical or mental. I question if we ever get a Rooseveltian energy in any field with a feeble physique.

Every one knows who makes any investigation, that the people of this country own the property of the country. America is neither owned nor controlled by a small group of rich men who take a disproportionate toll out of the earnings of the poor. It would be more nearly correct, considering all of the present conditions, to say that our country is owned and controlled by the people themselves.—President Coolidge.

Teaching Parents the Value of Education

A series of leaflets, entitled "The Good School Citizen," is published by the Chicago Public Schools, and is distributed to the children with the suggestion that they take these leaflets home to parents. Following is a sample leaflet entitled "Great Oaks from Little Acorns":—

What are schools for? To prepare boys and girls for better living. Eighty years ago Chicago's first free public high school was built, so that the boys and girls might be educated to meet the conditions of those times.

Today—The growth of the city, the development of industries, the intricacies of business, new responsibilities—all demand better trained men and women than eighty years ago.

The schools help to make four-square Americans.

Happiness and true service depend on being useful. Without good mental equipment, how can you serve your community with knowledge and foresight? We all want to be good neighbors and effective citizens, and to give our friends companionship which is worth while.

PLAYING THE GAME SQUARELY.

An army of 475,000 boys and girls are enrolled in Chicago's 299 great public schools.

To run the schools cost $37,914,831 last year, not including building and equipment.

To train a pupil in elementary school for one year costs $81.20, and in high school $146.11.

Who pays for all this? Your father's school tax is not as much as it costs to educate you. Who pays the rest? Everybody in Chicago who earns and spends.

Why does Chicago spend its income this way? Because progress for you, your city, your state and your nation depends on your trained mind, trained body, trained hands, trained heart.

Lack of knowledge and lack of skill set the whole world back.

Fire protection, police protection, public health service, large parks, well-equipped playgrounds, bathing beaches, wading pools—these are some of the benefits you have from living in Chicago.

Play the game squarely with your city and yourself by getting as much education as you can.

It is the first civic duty of boys and girls to go to school regularly and as long as possible.

LAWS THAT PROTECT YOU.

In "the old days" children often were set to work at the age of five or six. They often worked from before sun-up until after dark. They worked in mills, mines, quarries, factories, truck fields, and sweat-shops. Many were crippled by accidents and old with overwork before they were even full-grown. They had practically no schooling; often they could not read or write or figure.

Are we better off today? You know we are! Why? Because the state has set a legal minimum of wage and education below which parents and employers may not go in the employment of boys and girls. For the sake of safety and health, these laws also stipulate the hours of work and the kind of work.

Get acquainted with your laws—Use your ingenuity toward keeping them instead of evading them; it is much better sport.

THE HIGH SCHOOL BRIDGE.

Go through high school because competition in every line of work is keener than it ever has been in the world's history. Except in trade apprenticeships there is no chance for boys and girls to get real training on the job as there was "when father was a boy." The untrained worker can't qualify for anything except the lowest positions, where there is small chance for advancement.

High school training is the bridge that carries you out of the ranks of "jobs." It puts you in reach of positions in accounting, advertising, bookkeeping, banking, civil service, drafting, household economics, salesmanship and the trades, with chances for advancement. It qualifies you to enter colleges, universities and technical schools for further professional training.

Remember—the world will certainly hold you responsible for accuracy in the fundamentals of education; you will be hopelessly handicapped as a good citizen unless you can read easily; write legibly; spell correctly; figure accurately; punctuate properly; speak and write good English.

Don't let anybody induce you to leave school until you can do these things well.

THE TOOLS OF GROWN-UP LIFE.

Education gives you the power to choose what you will do and be and have, because it gives you experience in the use of the tools of grown-up life. It enormously extends your power to be helpful in the world, and to serve others, because trained heads and hands can give far more effective service than untrained ones.

Elementary School Training gives you the barest minimum.

High School Training is the bridge that carries you out of the ranks of "jobs."

College and Technical Training prepares you to enter professional life: Engineering, law, medicine, pharmacy, nursing, teaching, dentistry, science, library service, journalism, literature, advertising, social service, art, music, architecture and executive work in all fields.

If you fail to take one of these steps you can't take the next! The higher the type of

VALPARAISO UNIVERSITY

Founded 1873 and maintained half a century by Henry B. Brown and Oliver P. Kinsey.

SUMMER SCHOOL

The Summer School of Valparaiso University will open June 15, 1925, and will continue ten weeks of six days each. An exceptional opportunity is offered to combine the summer vacation with study at a most reasonable expense. During the summer session there will be beginning, intermediate and advanced courses offered in the following departments:

Arts and Sciences, Education, Music, Fine Art, Public Speaking, Commerce, Engineering, Chemistry, Pharmacy, Physical Education, Commissioned High School and Elementary School.

Fully accredited as a standard Normal School by the State of Indiana for training teachers.

Special professional and advanced courses for teachers.

Expenses are the lowest. Matriculation fee (paid but once) $5.00. Tuition $45.00 for the term of ten weeks. Board may be had for $4.50 per week. Rooms $12.00 to $25.00 for the term. Board, Room and Tuition for ten weeks need not exceed $100.00 to $110.00.

Bulletin giving complete information concerning courses, etc., will be mailed free.

Address

HORACE M. EVANS, M. D., President
Valparaiso, Indiana

training you get, the greater your power to create those things that make for a better and higher community life.

You can't depend on makeshifts. If you leave school—and throw away your tools—you will have to take what you can get in the way of work. You will be delayed by having to make up your lost schooling. Unless you do make it up, you are almost always cut off from the higher positions, and always from the professions.

At least one person in ten feels that he has had too little education; but not one in a million thinks he has had too much!

This page is for the boys and girls who want to leave school as soon as the law allows, or who think that a grammar school education is sufficient for future needs.

First. Don't leave school. You would not cripple your hands by lack of skill; why should you cripple your mind?

Second. Public education is free. Textbooks are issued to students. A high school education and two years of college training are offered free to all.

Third. Any occupation you choose will be helped by high school training—specifically by courses preparing for your chosen occupation, and generally by subjects which enlarge your stock of knowledge and your power of thought.

Fourth. The Ideal American Citizen is one who is trained to use both head and hands efficiently for the service of his community.

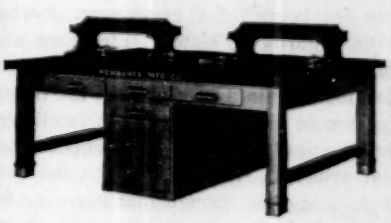
Kewaunee
Laboratory Furniture
For Schools

Physics Laboratory Table No. 700

Very popular with teachers. Very substantially built. Can be supplied, if desired, with lower cupboard and drawers.

Chemical Table No. 890

Designed for use in the small school chemical laboratory. Eight students may be accommodated, working in sections of four.



Students' Biology Laboratory Table No. 1006

Where a complete work-table is desired, this will fill the need admirably.

Students' Domestic Science Desk No. 1605

For two students. One drawer and one cupboard for each; larger drawer used in common. This is a very practical desk.

Hundreds of other new and modern educational institutions are now installing Kewaunee. It means better work on the part of both instructors and students, longer life and less expense.

Let us send you a list of Kewaunee installations, copies of letters from educators and the Kewaunee Book—the most complete volume ever published on Laboratory Equipment. Address the factory at Kewaunee.

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Educational Forum

LATIN AND GREEK.

The Boston Transcript makes the following interesting comments on "The Classical Investigation" just published by the Princeton University Press.

The pamphlet brings up again a question that has been asked with increasing emphasis in English-speaking countries since the 1860's, perhaps more specifically since 1866, the date of Matthew Arnold's famous Report on Secondary Education. One of the profitable sides of the pamphlet is that, for the layman at least, it reminds how education is affected by the political and social development of a country. If one does not bear this before his eyes, the Humanist-Realist controversy of today cannot be understood. At times it has been so acute and so spangled with ignorance and prejudice on either side, that it might be symbolized as the leading case of H. Ford versus Pico della Mirandola, yet as the practical side of all great questions of general interest has always prevailed eventually, one sees that so-called classical education, which now means some teaching of Greek and Latin, is no more dead than the languages. In 1916, it was seriously debated in England whether education in science had not been neglected. In France, after the War of 1870, the same doubt was raised, and in the United States it was asked long before that because of obvious historical and economic facts. The result of the investigation that has been proceeding in Great Britain shows that in a sense the cause of classical education has been strengthened rather than weakened. The sum and substance of this is that the study (by so much, a certain knowledge) of Latin and Greek not only gives a man certain mental discipline, but a knowledge of the origins, the reason for being, of a great part of what in his own country he regards as history, literature and politics. He has learned that the house has foundations and that these foundations explain a good deal in the house.

The whole investigation in England shows an intelligent effort to give the humanities their real and proper place in democracy's mental armory. Applying this to the field of American education, it is clear enough that however the laboratory and the practical man have impressed themselves on American thought, no sound system can be devised which virtually teaches youth that there can be this amputation of one-half of thought from the other.

$23,832,473,000 was the combined resources of the National banks of the United States on April 6, the last "call" that was made at the banks. Near twenty-four billion dollars was a huge sum for one kind of banks to have and to hold!

Detroit is to have six new Young Men's Christian Associations; two gifts totaling a million dollars were announced on May 3.

It is a good thing to have a sound body and a better thing to have a sound mind; and better still that aggregate of virile and decent qualities which we group together under the name of character.—*Theodore Roosevelt.*

Dr. Mangold, scientist, Berlin, says he has scientific proof that worms sing in a syncopated rhythm and that their singing has been heard thirty-six feet away.

There are about 10,000 persons employed to handle the business of the Panama Canal.

NORTON CHAIR OF POETRY.

Charles C. Stillman, ninety-eight, has endowed a professorship of poetry at Harvard, to be named after the late Professor Charles Eliot Norton. Mr. Stillman has stipulated that the term poetry shall be interpreted in its broadest sense, including together with verse, all poetic expression in language, music, fine arts or architecture. The incumbent for the chair will be chosen without limits of nationality from men of high distinction and preferably of international reputation.

In addition to his work within the university, the professor holding the Charles Eliot Norton chair will deliver each year at least six public lectures on poetry for the subsequent publication of which the gift also provides.

Rhode Island's manufacturing products for 1924 were $675,425,000.

AGE OF COLLEGE PRESIDENTS.

The average age of the presidents of New England's thirty colleges and universities is 54.6 years. Of the thirty heads, two of whom are acting, the oldest is George D. Olds of Amherst, aged seventy-two; and the youngest is Clarence C. Little of the University of Maine, aged thirty-seven.

The following table gives the ages of the entire group as of 1925:—

MAINE

Bates, Clifton D. Gray	51
Maine, Clarence C. Little	37
Colby, Arthur J. Roberts	58
Bowdoin, Kenneth C. M. Sills	46

NEW HAMPSHIRE

Dartmouth, Ernest M. Hopkins	48
New Hampshire, Ralph D. Hetzel	43

VERMONT

Middlebury, Paul D. Moody	46
Norwich, Charles A. Plumley	50
Vermont, Guy W. Bailey	49

MASSACHUSETTS

American International College at Springfield, Chester S. McGowan	55
Amherst, George D. Olds	72
Boston College, Rev. William Devlin, S. J.	47
Boston University, Bishop William F. Anderson	65
Clark, Wallace W. Atwood	53
Holy Cross, Rev. James J. Carlin	53
Harvard, A. Lawrence Lowell	69
Mt. Holyoke, Mary E. Woolley	62
Radcliffe, Ada L. Comstock	49
Simmons, Henry Lefavour	63
Smith, William A. Neilson	56
Tufts, John A. Cousens	51
Wellesley, Ellen F. Pendleton	61
Wheaton, Rev. George T. Smart, D.D.	62

RHODE ISLAND

Brown, William H. P. Faunce	66
Rhode Island State, Howard Edwards	71

CONNECTICUT

Connecticut College for Women, Benjamin T. Marshall	53
Trinity, Ramsen B. Ogilby	44
Wesleyan, James L. McConaughy	38
Yale, James R.. Angell	56

H. R. R..

Thirty motor cars have been shipped from America to the heart of Arabia. The first invasion.

There were half a million letters in the Detroit Post Office misdirected last year; one for every two people in the city.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

STORIES BY CONTEMPORARY FRENCH NOVELISTS. Edited, with introductions, notes, exercises, and vocabulary, by Marion E. Bowler, Assistant Professor of Romance Languages, Simmons College. Boston: Ginn and Company. Cloth. Frontispiece. xi+192 pages. Price, 76 cents.

The emphasis in modern language classes today, so far as reading is concerned, is upon contemporary or fairly recent short plays and short stories. Long novels, classic drama, and the like, are either assigned as collateral reading or, if sufficiently important, reserved for use in advanced courses. Especially in secondary schools is it essential that the material offered the pupil be written in the contemporary language and that it be varied and interesting—not putting too great a strain upon his imagination, not so long drawn-out as to be pedagogically ineffective. The use of fairy stories, etc., with any but the youngest pupils of course shows absolute lack of comprehension of the conditions prevailing in our schools.

Publishers have not been slow to perceive the trend outlined above, and accordingly we now have available in French and Spanish excellent material of the two types mentioned: short plays and short stories. One of the best of recent collections of the sort is Professor Bowler's excellently chosen and well edited "Stories by Contemporary French Novelists." Here we have nine short stories from Henry Bordeaux, Colette Willy, Remy de Gourmont, Pierre Mille, Georges Duhamel, Romain Rolland, and others, to each of which Miss Bowler has prefixed a brief critical note in English. Careful notes on the text, exercises, and a full and accurate vocabulary are included, while the not inconsiderable bibliographical material adds to the interest of the book and should give an impulse towards further reading. Not the least of the charms of the book is its—for these days—moderate price.

FRONTIER LAW. A Story of Vigilante Days. By William J. McConnell in Collaboration with Howard R. Driggs, New York University. Illustrated with Drawings by Howard M. Stoops.

THE BULLWHACKER. Adventures of a Frontier Freighter. By William Francis Hooker. Edited by Howard R. Driggs. Illustrated by Drawings by Herman Palmer.

Yonkers-on-Hudson, New York: World Book Company.

Pioneer Life Series conceived by Howard R. Driggs, nursed by him through the adolescent period of Pioneer Life on the Frontier of the far West and "Down East," is a creation of American history in days wholly neglected so far as the dynamic presentation is concerned.. Dr. Driggs has been in position to know of the men now living who were the creators of those days.

All that "The Covered Wagon" was in literature and is on the screen practically each of these books is, and they are prepared especially for school boys and girls: "The White Indian Boy," a story that reveals the true heart and the home life of the Indian; "Ox-Team Days on the Oregon Trail," the real story of the covered wagon; "Hidden Heroes of the Rockies," a book that brings to life the heroism of our trapper trail-blazers; "In the North Woods of Maine," adventures of two pioneer boys in our northeastern wilds; "Breaking Sod on the Prairies," a pioneering venture in old Dakota; "On Pacific Frontiers," vivid pictures of a sailor's life on the sea in earlier days; "The Bullwhacker," the life of the ox-train freighters pictured in gripping story form; "An Army Boy of the Sixties," convincing pen pictures of soldier life in barracks, on the march, and in the fighting line; "Frontier Law."

CORRECTIVE ARITHMETIC. For supervisors, teachers and teacher training classes. By Worth J. Osburn, Madison, Wisconsin. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

While the author has back of him and beneath him some important recent results of research the slogans which he magnifies have a strangely familiar sound. "Suit the amount of drill to the difficulty of the task.—Teach first and most completely that which is used most in life.—Teach what the pupils do not know.—Do not teach what they already know.—Do not try to teach what the child could not learn even with the best teacher in the world.—Always do your best to make pupils want to learn what they should learn."

Familiar as these suggestions are the author meets the needs suggested in an heroic way He succeeds in challenging students to do the work in a better way, by making them realize that they get better, quicker results by the better way.

We are not quite sure that "Corrective Arithmetic" adequately describes the book. It is probably more catching than the proper title would be, "A Better Way to Teach Arithmetic."

THE STORY OF THE UNIVERSITY OF CHICAGO 1890 TO 1925. By Thomas Wakefield Goodspeed. Illustrated. 244 pages. The University of Chicago Press.

This "Story of the University of Chicago, 1890 to 1925," is as thrilling romance as anything imaginable. As Dr. Goodspeed says, it might have come out of the Arabian Nights, but it is a true tale, as reliable as the accounts of the solar eclipse last January. Of course we could write almost interminably of this story, but it would be absurd to try to write of the story which Thomas Wakefield Goodspeed has told so brilliantly out of an experience of sixty-five years association with the present University of Chicago and its various contributing predecessors. Any one who has the faintest interest in this miraculous creation of the University of Chicago will own the book and read it with affectionate devotion.

We have known just enough of the story at first hand to feel the thrill of it in every fibre of our being today. It was only a third of a century ago! And we knew President Harper when he was at Yale, when the planning of the University of Chicago was in the air, and during the years when he was creating the University of Chicago, and we are genuinely grateful to Mr. Goodspeed for having written just such a story of the University of Chicago, with a vision of what is to be as well as a fascinating record of what has been and why it has been.

FREE-HAND DRAWING. Book I. By Frances Beem and Dorothy Gordon. There are 64 pages, 8 by 12 inches. Price 88 cents. Milwaukee: The Bruce Publishing Company.

This is a carefully graded course for the first year high school, allowing for two forty-five-minute periods per week in a school year of ten months. Perspective, Patterns, Design, Color, Object, and Figure Sketching, Working Drawing Geometric Problems, Composition, Lettering and Posters.

The course is based on college entrance requirements. One special feature of these lessons is training the pupil

to visualize and appreciate form, beauty and color. Drawing enables one to give free expression to the facts, the appearance and the decorative value of form and is also the basis of working drawing and thus of all skilled trades. A large number of supplementary problems permits the instructor to vary the course to suit his own particular needs and the different subjects in this course are closely collaborated. Thus the study of the circle in perspective gives not only different views of the circle but applies that circle to objects showing the functional value of this lesson. This is not a copy book. The lessons allow of much originality, tending to develop the native capacity of the child at the same time providing sufficient help and suggestion so that pupils will understand thoroughly what is expected of them. The directions are so simple, so definite that no student can fail to appreciate what to do, how to do it and, what is more to the point, why he does what he does as he does it.

FOODS: PREPARATION AND SERVING. By Pearl L. Bailey. Cloth. Illustrated. 484 pages. St. Paul: Webb Publishing Company.

The dear old Parloa Cook Book never dreamed of serving cooking schools as Pearl L. Bailey serves them today. The Parloa book, precious as it was, never told the housewife that it took one-twelfth of an apple pie to provide 100 calories, or five slices of fresh pineapple, four slices of dried beef, or five-eighths of a cup of milk, or one and a half cups of buttermilk. Nor that it would require 25.8 ounces of vegetable soup and only 7 ounces of pea soup to provide 100 calories.

The Parloa Cook Book did not say what the relation of protein is to carbohydrates plus the fat reduced to carbohydrate values.

Pearl L. Bailey conscientiously tells that five-eighths of a cup of cranberries, weight seven and a half ounces, provides 100 calories with three ounces of protein.

But Pearl L. Bailey is practical as the multiplication table, giving explicit directions for making eight beverages, seven ways of cooking beans, eight ways of cooking peas, and ten ways of providing cold desserts.

Seriously this is a most useful book for the housewife and invaluable for the domestic science teacher, for it is scientific to the end of the limit.

LIBROS Y AUTORES MODERNOS (La Literatura Española). By César Barja, Smith College. Cloth. xxxvi+644 pages. Price, $2.00. New York: G. E. Stechert and Company, Selling Agents.

This is the second of three volumes by Señor Barja covering the entire history of Spanish literature. The first, "Libros y autores clásicos," was published several years ago by the Vermont Printing Company, Brattleboro, Vt., and has already reached its third edition; the third, "Libros y autores contemporáneos," is in preparation. The first volume carried the history of Spanish literature from the beginnings through the Golden Age (16th and 17th centuries). The present volume covers the period from the opening of the eighteenth century to the close of the nineteenth century. The third will be devoted, as the title indicates, to contemporary writers.

"Libros y autores modernos," like its predecessor, aims to present not a mere catalogue of writers, dates and works, but to give a comprehensive picture of the development of schools, types, and writers. There is accurate and full treatment of all important figures, illustrated not only by extracts from their works, but also by the judgments of critics upon them. Professor Barja is sharply at variance with most authors of literary histories of Spain in the attention given to the eighteenth century; the eighteenth century classicists, Padre Isla, Ramón de la Cruz and Moratín for once receive adequate treatment. Romanticism is sympathetically treated, and for the first time "El Señor de Bembibre," best of the historical novels of the romantic period, is recognized as an outstanding literary production. The drama and novel of the second half of the nineteenth century are given, as they deserve, major attention: Benito Pérez Galdós, for instance, is given two entire chapters. The treatment of certain writers who belong perhaps rather to the nineteenth century than to the twentieth has been postponed for reasons of space to the third volume of the series. There are some improvements in the make-up of this book over the first of the series: the paper is of better quality, and the notes are placed at the foot of the page instead of at the end of the chapter. One of the best features of the volume, as of its predecessor, is the bibliographical material, both the general bibliography and the special bibliography appended to each chapter. Despite the analytical nature of the table of contents, we believe that an index is desirable in books of this kind; possibly the author will provide a complete index to the work in his third volume.

THE VISITING TEACHER MOVEMENT. With Special Reference to Administrative Relationships. By Julius John Oppenheimer. Published by Public Education Association of the City of New York, 8 West 40th street.

It is professionally refreshing in the avalanche of books that comes to an editor's desk, so many of them so near alike in their appeal, to receive a book like Dr. Oppenheimer's that breaks absolutely new ground. There have been two or three books along this line, but they were rather in the vista stage, while Dr. Oppenheimer presents a vision already quite clear in achievement rather than in expectation.

We have had especial interest in "The Visiting Teaching Movement" since its incidental venture near twenty years ago, and we have followed its development with consuming interest. It has had various "detours," but it seems now to have established several national highways, as the Dixie Highway and Lincoln Highway for motorists. The latest that has captivated me is the "Baby Clinic" which in Paterson, N. J., reached so many homes from its enthronement in Public School 110, where more than 2,000 cases of special service were rendered, that another school which has never functioned in any such service had an S O S call: "A baby has come, send me some hot water at onec," and the principal, equal to any emergency, sent the warm water really pleased that one woman thought every school was for public service to a child however young.

Dr. Oppenheimer's study, which occupies more than 200 pages, is a revelation of the many-sidedness of this noble service to children in the home as well as in the school. One feature of this study is the way in which it relates the "Visiting Teacher Movement" to other agencies, to the principal, to the classroom teacher, to the attendance officer, to the nurse, to the psychologist, to vocational guidance, and to the juvenile court.

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Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Public health experts from all over the country will gather at Columbia, July 6, to direct scores of courses in the summer session. The summer program, to continue for six weeks, links up, it is said, with a vast scheme of public education in health made possible by the millions bequeathed to the university under the will of the late Joseph R. DeLamar.

Professor Harold C. Bingham of Wesleyan has been appointed research associate in the Institute of Psychology at Yale.

According to the Italian National Tourist Bureau, this sunny peninsula expects at least 1,000,000 visitors this summer whose average stay will be eight days. The Bureau maintains five schools for the training of hotel keepers and the higher classes of employes. The courses include modern languages, hotel management and cookery.

Few people have any clear conception of the marvelous growth of great cities. Statistics show that a total of 336,470,057 persons, approximately three times the population of the United States, entered or left New York by trunk railway, local or rapid transit lines or outside ferries, during 1924. This was approximately 12,000,000 more than in 1923. It is estimated that the average number of daily visitors to New York is 130,650.

The Commencement address at Wheaton College will be delivered by Hon. Arthur P. Rugg, chief justice of the Massachusetts Supreme Court.

A new policy of financial assistance to undergraduates has just been sanctioned by the trustees of Columbia. More money will be advanced as loans and less given as scholarships. It is expected that a loan fund of $500,000 will soon be available. Loan funds will hereafter be administered through a bank, and the time-honored process involving a friendly and confidential transaction through the dean or bursar will be discontinued. This change will serve a sound educational purpose by bringing about a greater sense of business responsibility in the student who receives aid.

Examinations may have, at least, the merit of developing curiosity. An English boy was asked in a geography class to name the bodies of water through which a ship would pass in going from London to Siam. He started out bravely enough. "Down the Thames to the English Channel, from the English Channel to the Atlantic Ocean, south on the Atlantic Ocean to the Strait of Gibraltar, through the Strait of Gibraltar to the Mediterranean, east on the Mediterranean to the Suez Canal, through the Suez Canal to the Red Sea," then he faltered, "and when you get to the Red Sea, inquire." It is precisely this spirit of inquiry that the examination seeks to encourage.

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THE CARNEGIE REPORT.

In the annual report of the Carnegie Foundation, made public a short time ago, the president, Dr. Henry S. Pritchett, says in part:—

"Whatever may be the weakness in our American system of education there is sincere ground for the belief that our people will find their way to a system of schools that will make for good citizenship and that will promote a high quality of human life."

"In the enormous expansion of the course of study, in making the high school a vestibule to the college, in adding ever new activities that now overshadow the intellectual purposes of high school and college, Americans have come to look upon a liberal education as the acquiring of knowledge."

The College of William and Mary, at Williamsburg, Va., next to Harvard the oldest institution of higher learning in the United States, will open a six-weeks summer course at the University of Mexico in June of this year. The school will offer to students excellent facilities for perfecting their Spanish, but its most important function will be to promote a better understanding and friendship between two nations by providing an opportunity for promising American youth to study the civilization of Mexico under most favorable conditions.

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Professor R. A. Millikan, director of the Norman Bridge Laboratory of Physics, at the California Institute of Technology at Pasadena, calls upon the country to support its research centres. "If I am right," he says, "the biggest contribution to the future of our country and our race can now be made through the strengthening of three or four centres of scientific research, suitably distributed throughout our country. One such centre, at least, is certain to be located on the Atlantic coast; one is developed and is clearly destined to be permanently in the University of Chicago, and the third is already under way—the California Institute of Technology. The strengthening of these research institutions in the fields of the sciences in the East, the Middle West, and Far West constitutes the most outstanding opportunity which the world offers today to its men of vision, financial capacity, and public spirit."

Countee P. Cullen, negro poet, a member of the senior class in New York University, has been made a member of the Phi Beta Kappa Society.

Between 75,000 and 80,000 different stamps have been issued by the nations of the world during the last eighty-five years. Our own country has issued sets of stamps to commemorate these points in our history: In 1876, the Philadelphia Centennial envelope stamps; in 1893, the Columbian issue; in 1898, the Trans-Mississippi envelope set; in 1901, the Pan-American issue; in 1904, the Louisiana Purchase set came out; in 1907, three stamps came out to commemorate the founding of Jamestown colony; in 1909, the birth of Lincoln stamp, and in 1912, the Yukon-Pacific stamp. In 1919 there was the Victory stamp, and in 1923 the Harding Memorial stamp.

All of these commemorative stamps tell us of ocean voyages, transcontinental adventures, the expansion of territory, the lure of gold, the growth of commerce, the death of presidents, and of victories won.

The library of Columbia University now possesses the pre-original edition of Pascal's "Lettres Provinciales." This edition, of special importance to students of French literature and philosophy, was given to the university by Professor W. J. Bush of the department of philosophy.

MEETINGS TO BE HELD

JUNE

22-27. American Physical Education Association, Los Angeles, Calif.
28-July 4. National Education Association, Indianapolis, Indiana.
28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.
6-11: American Library Association, Seattle, Wash.
29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.
10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.
14-17: National League of Compulsory Education Officials, Duluth, Minnesota.
19: California Teachers Association, Northern Section, Sacramento.
22-24: Indiana State Teachers Association, Indianapolis.
22-24: Utah Educational Association, Salt Lake City.
28-31: Washington Education Association, Seattle, Tacoma and Yakima.
29-30: Illinois State School Board Association, Decatur.
29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado.
5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.

Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

10: Women's Educational and Industrial Union, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis.

11-14: Missouri State Teachers Association, St. Louis.

12-14: Arkansas State Teachers Association, Little Rock.

12-14: Association of Urban Universities, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis.

23-24: New York State Teachers Association, Syracuse.

23-25: South Dakota Education Association, Mitchell.

24: Southern Industrial Education Association, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond.

25-29: Virginia English Teachers Association, Norfolk.

26-28: National Council of Teachers of English, Chicago, Illinois.

26-28: Texas State Teachers Association (colored), Dallas.

27-28: Maryland State Teachers Association, Baltimore.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina.

14-18: California Teachers Association, Southern Section, Los Angeles.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri.

28-30: Illinois State Teachers Association, Springfield.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association Jacksonville.

29-31: Pennsylvania State Education Association, Scranton.

29-31: Modern Language Association of America, Chicago, Illinois.

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